

Guidance Manual

2011-2012

2011-2012 Calendar Dates & Fees

2011-2012 SAT Test Dates and U.S. Registration Deadlines

2011-2012 Test Dates	Test	Late Registration Period (late fee required)
October 1, 2011	SAT and Subject Tests	September 9 - 21, 2011
November 5, 2011	SAT and Subject Tests	October 7 - 21, 2011
December 3, 2011	SAT and Subject Tests	November 8 - 20, 2011
January 28, 2012	SAT and Subject Tests	December 30, 2011 - January 13, 2012
March 10, 2012	SAT only	February 10 - 24, 2012
May 5, 2012	SAT and Subject Tests	April 6 - 20, 2012
June 2, 2012	SAT and Subject Tests	May 8 - 22, 2012

Important Information About U.S. Registration:

- U.S. deadlines apply to students testing in the United States and U.S. territories.
- U.S. registration materials that are mailed must be postmarked by the U.S. deadlines. **The deadlines expire at midnight, Eastern Time.**
- On March 10, only the SAT is offered.
- Sunday administrations usually occur the day after each Saturday test date, for students who cannot test on Saturday due to religious observance.
- The Language with Listening Tests are offered only in November.

2011-2012 ACT Test Dates and Registration Deadlines

Test Dates	Late Registration Period (late fee required)
September 10, 2011	August 13 - 26, 2011
October 22, 2011	September 17 - 30, 2011
December 10, 2011	November 5 - 18, 2011
February 11, 2012	January 14 - 20, 2012
April 14, 2012	March 10 - 23, 2012
June 9, 2012	May 5 - 18, 2012

PSAT Date

The 2011 PSAT/NMSQT test will be administered by the Guidance Office on **Saturday, October 15, 2011** to all 10th and 11th grade students. There is no fee for this test.

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College Guidance Philosophy

"Applying to college is a process of decision-making. Although I would not agree with those who say that where you go to college is the most important decision that you will ever make, I would agree that it is one of the most important. College is more than the courses you take: it is the career preparation you receive, the friends you make, the interests that you develop, and the memories you will keep for the rest of your life."

For most people, going to college coincides with a period of self-development, between the ages of eighteen and twenty-two, where they are learning about their own ability to interrelate, to push their intellects, and to develop their independence and self-reliance as mature, young adults. This activity, therefore, cannot be isolated from personal growth and development as a total person both social and intellectual. Applying to college, as well as being an exercise in learning how to make decisions, is an important process of self-realization—a period of learning about oneself."

Frank C. Leana, *Getting Into College*

Guidance Services

Guidance Services are available for all students through individual and group counseling. Guidance Counselors assist students in making decisions about course selection, occupational planning, college and postsecondary choices, and personal/social adjustment. This Guidance Manual should help you to:

1. Understand admission to colleges, art schools, conservatories, and professional companies;
2. Inform you of the graduation requirements of the state of South Carolina and basic college admissions requirements;
3. Assist you in the selection of appropriate courses;*
4. Make you aware of your responsibilities, your parents' responsibilities, and the school's responsibilities in the admissions process.

Helpful Telephone Numbers

Director of Guidance: Lela B. McKnight
Phone: 864.282.3726 • Fax: 864.282.3755
Email: lmcknigh@scgsah.state.sc.us

Registrar: Dianne Diekhoff
Phone: 864.282.3720 • Fax: 864.282.3755
Email: ddiekhof@scgsah.state.sc.us

Administrative Assistant: Linda Williams
Phone: 864.282.3787 • Fax: 864.282.3755
Email: lindawilliams@scgsah.state.sc.us

Department Chairs

Creative Writing	864.282.3708
Dance	864.282.3769
Drama	864.282.3742
Music	864.282.3765

Visual Arts

864.282.3702

SAT Registration
1.800.SAT.SCORE

SAT Customer Service Toll Free Number
1-866-756-7346

ACT Registration
1.319.337.1270

Jostens (Senior invitations, class rings, etc.)
864.292.8238

Student Responsibilities

The responsibility in the post-high school admission process lies with the student. If you are ready to pursue a particular option, then you should be able to assume the expectations of making appointments, completing applications, and meeting deadlines. The school will do all that we can to provide information, counseling, and support, but the process must be carried through by you. It is important that there be good communication between the following: you, your parents, your department chair, and the guidance staff.

Listed below are the actions that represent your responsibilities:

1. Investigate options through all available sources, as well as plan visits to selected schools.
2. Write a resume, enlisting the help of your English instructor in editing the final draft. Upon completion of the process, make additional copies to distribute to all persons who will be writing on your behalf, including the Director of Guidance.
3. Register for the **SAT I**, **SAT II**, and **ACT** testing on time and as needed. It is your responsibility to be aware of all testing requirements and to see that all necessary scores are sent through the testing agency to the appropriate places.
4. Throughout the first semester there will be numerous admissions counselors visiting the campus. It is your responsibility to check the information center on a daily basis regarding their visits, financial assistance information, etc.; it is also your responsibility to arrange with your teachers a time for a meaningful conversation with these counselors.
5. Acquire and complete all applications by their deadlines. There are a limited number of applications in the Guidance Office. Should you choose to apply online, be certain to download and print the counselor's section and bring it to the Guidance Office.
6. Each completed application must be submitted to your counselor (signed and with a check or money order made payable to the college for the application fee) at least two weeks before the stated deadline. **(This earlier deadline ensures that proper time and attention can be given to each student's application.)**

7. Notify your counselor of any communication regarding admissions status, financial assistance, status, etc. Copies of all correspondence should be in your file.
8. Provide teachers who are writing recommendations with the proper forms at least three (3) weeks ahead of the date needed.
9. Notify your counselor, in writing by May 2, 2012, of the post-high school option you will pursue. This information will designate where we will send your final transcript (if it is required).
10. As a courtesy, notify all agencies or institutions to which you have applied and which you will not be attending, that **you are declining acceptance.**
11. Should you desire a copy of your application, please make it prior to submitting it to the Guidance Office.
12. You do not need to ask the Registrar for an official transcript to send with your application. The Guidance Office will automatically send an official transcript with your application. We will also send your final high school transcript to the institution of record (the institution you have designated).

Parent/Guardian Responsibilities

1. Parents, you have a major responsibility in the process of college admission. Students anguish, along with you, in making the correct choices and waiting notification of acceptances. You have an important role in providing your child with encouragement and support throughout the entire process, as well as serving as a sounding board.
2. Parents, it is advisable for you to be interested in and to take part in a pre-arranged visitation, to the extent that you are gathering information and assessing options.
3. Parents, try not to dominate the visit and do not sit in on the personal interview with your child.
4. Parents, remember that your child should take the lead in acquiring and completing an application.
5. Parents, remember that your advice and interest are very important as you and your child make a collaborative decision.
6. Parents, financial assistance is a personal matter specific to each family. The school is not involved in any manner except to provide forms, pamphlets, and other information about the topic.
 - Please make certain that fee(s) to cover college applications, tests and other related fees are provided for in a timely manner.
 - **Please, No cash!** Checks or money orders should be made out to the college/university.

School Responsibilities

1. Provide guidance services to you and your parents. Faculty members will make suggestions and will help locate colleges that meet your needs and abilities.
2. Provide testing registration forms, information, and transportation to sites in Greenville.
 - Help direct you as to where and how to locate necessary information.
 - Provide notification of financial assistance including scholarship, grants, and work study opportunities.
3. Write recommendations, complete secondary report, and mail completed applications. We will not assume responsibility for any application mailed outside of the Guidance Department.
4. The Governor's School is a member of the National Association for College Admissions Counseling and supports NACAC's "Statement of Principles and Good Practice." Therefore, the school will, when appropriate, notify colleges of any significant changes in your academic or personal status between the time of application and graduation. This includes, but is not limited to, a change in course design from that stated on the submitted application with transcript, a significant drop in grades, violations, probation, suspension, or dismissal.

Special Needs

The South Carolina Governor's School for the Arts and Humanities complies with all state and federal guidelines in regards to meeting the special needs of students, including but not limited to PL 94-142, PL 93-112, Section 504, Title VII, Title IX, and all amendments and updates (available on various websites).

Please make the school aware of any special accommodations, IEPs, psychological evaluation, etc., in a timely fashion.

The school makes every effort to provide ESL services as well as tutoring as needed for Exit Exam remediation.

The South Carolina Governor's School for the Arts and Humanities does not discriminate on the basis of race, ethnicity, disability, religion, sex, creed, gender, national origin, immigrant status, sexual orientation or English-speaking status.

Counselor's Letter to Parents and/or Guardians of Seniors and the Class of 2012

August 2011

Dear Parents and/or Guardians of Seniors and the Class of 2012:

The senior year is always met with much anxiety and anticipation. I am here to help you and your scholars work through this process.

Each senior will have the opportunity to sit down with me and review his or her GPA, coursework, post-secondary interest, financial assistance, and personal matters. I am requesting that you please encourage your son or daughter to come into the Guidance Office at any time during the year for help while selecting post-secondary options (conservatories, art schools, universities, colleges, and dance companies). I hope the following will help you to understand how the Guidance Department functions at the South Carolina Governor's School for the Arts and Humanities. ***Please encourage your scholar to come to me for help with personal matters when needed.***

I coordinate all *SAT/ACT, HSAP, EOCEP Testing* and arrange breakfast, transportation, and special services when there is a need for them. I also visit classrooms on campus periodically.

See the Weekly Bulletin (Guidance Section) for scholarships and other important information.

*Copies of the Student Newsletters will be placed in the revolving information rack in the Guidance Office. Scholarship information, test dates and Admission Counselors' visits will be posted on the Student Information Bulletin Board near the Guidance Office and will also be available in the Guidance Office. **Students should review all of this information on a frequent basis. The bulletin board near the Guidance Office is updated weekly.***

During the year, the following will take place:

- Each senior will meet with me at a scheduled time to discuss issues such as applying to secondary schools, GPA, schedules, etc. **Seniors may sign up in my office beginning Thursday, September 1, 2011.**
- Seniors, parents, and guardians, please review the *Guidance Manual* on the school website at www.scgsah.org.
- **On October 1, 2011, the Governor's School will hold its Twelfth Annual College Fair.** This will be a wonderful opportunity for students to explore and research some of the schools that are out there for them. ***You are invited to attend the College Fair on Saturday, October 1 (see the enclosed College Fair Agenda, page 14 of this manual).***
- Seniors should narrow their college choices to 6.
- Seniors, please apply to your "Reach Schools," "Competitive Schools," and "Safety Schools."
- Seniors should check with each of their possible post-secondary college choices to review the requirements. This information is often available online, or you may email the institution.

Students, please note all deadlines for applications: All college applications meeting a deadline

between December 16, 2011 and January 2, 2012 must be submitted to my office on or before Monday, December 12, 2011 (five school days before the December 16, 2011 winter break). For all other college/scholarship applications, please follow procedures outlined for time to submit. You are required to always forward your application(s) at least five (5) days prior to the deadline (postmark date or mail date as stated on the college application(s) or scholarship application).

Note: Parents should contact the Guidance Office if your son or daughter is in need of Fee waivers/financial assistance for fees associated with *SAT* and *ACT Applications*, and applying to post-secondary schools. You may also have your son or daughter contact me for this information.

Getting into College: (Seniors)

1. Secure application.
2. Complete your section. Obtain teacher recommendation(s). Prepare any necessary portfolios, audiotapes, etc. (When sending a check for your application processing fee, please make it payable to the appropriate institution.)
3. Meet with Mrs. McKnight.
4. I will review and complete my sections, as outlined on the College Application Checklist. A copy of this form is included in this manual on page 19.
5. Each application will be packaged as follows: a school profile, humanities profile, and a profile of the student's art area will be included in the inside left pocket of a Governor's School folder with the school's insignia on the cover. On the right side will be the transcript, application, application fee, recommendation(s), and all other supporting documents.
6. Wait for a response from the college on your application status, and keep me informed.
7. I would prefer that all applications come through my office, unless they are being done online. ***If an application is done online, you must follow the online guidelines on the College Application Checklist provided by my office. Please pay close attention to deadlines.***

Students should also remember to check their mailboxes, school email, and the Guidance bulletin board on a daily basis for updates and information from the Guidance Office.

Several documents regarding financial aid have not yet arrived from the College Board. However, upon arrival, I will provide you with copies of them. This financial aid information includes:

- Financial Aid Student Guide 2012-2013
- Funding Your Education 2012-2013
- FAFSA (Free Application for Federal Student Aid). May not be submitted before January 1, 2012. Visit www.fafsa.ed.gov for more information.
- CSS/Financial Profile will be available late August or early September 2011. Visit www.collegeboard.com for more information.

NOTE: Parents, please read the Guidance Manual on the Governor's School website at www.scgsah.org/guidance. We will not print paper copies this year due to budget restraints.

Please see the Guidance Manual for SAT/ACT dates and all other details in the front cover of the Guidance Manual online. If you should have any questions, please do not hesitate to contact me at my office Monday through Friday between the hours of 9:00 a.m. and 4:30 p.m.

Sincerely,



Lela B. McKnight, Director of Guidance

lmcknigh@scgsah.state.sc.us, p 864.282.3726 • f 864.282.3755

Requests for Fee Waivers

Requests for Fee Waivers must be made through the Guidance Counselor for SAT and ACT testing and college applications.

Testing: PSAT, SAT I, SAT II, ACT, and AP

What is the PSAT?

The PSAT is the qualifying test that juniors must take to enter National Merit, Achievement and Hispanic Scholarship Corporation Competitions for scholarships that will be awarded during the student's senior year. The PSAT measures skills that are important for success in college—verbal reasoning, critical reading, math problem solving, and writing. Taking the PSAT/NMSQT enables students to:

- practice for SAT program tests.
- seek information from colleges.
- get feedback about critical academic skills.

The PSAT will be given October 15, 2011, to all 10th and 11th grade students. The test will be administered on campus at no cost to the students. One of the benefits of taking the PSAT is that in December you receive a score sheet listing all correct answers and all of your answers. In addition, you receive your actual test booklet; thus, you can use these materials diagnostically to prepare for the SAT.

SAT I - What is the SAT I and how is it used?

The SAT I is a measure of a student's ability to use learned skills and concepts in a timed test. Through extensive testing, the SAT I has been shown to have a positive correlation to a student's success in the freshman year of college, especially when viewed in conjunction with a student's academic performance.

SAT II - What is the SAT II and how is it used?

The SAT II is a measure of a student's ability in a particular subject area. The test is taken whenever that course is completed. For example, the SAT II in U.S. History would be taken whenever the student finishes the U.S. History course. Math Level 2C SAT II should be taken following completion of a pre-calculus or calculus course. Language SAT II's usually are taken after the completion of at least two years of study beyond the elementary level. Many colleges require SAT II subject tests for admission or for placement.

ACT – What is the ACT and how is it used?

The best indication of how well you will do in college is a measure of how well you can perform the skills necessary for college coursework. The ACT Assessment measures these skills in English, mathematics, reading, and science reasoning. These areas are tested because they include the major areas of instruction in most high school and college programs.

Introducing the ACT Assessment Writing Test

ACT added a 30-minute Writing Test as an optional component to the ACT Assessment beginning in the 2004-05 academic year.

The ACT Writing Test will complement the English Test. The combined information from both tests will tell postsecondary institutions about students' understanding of the conventions of standard written English and their ability to produce a direct sample of writing.

Because postsecondary institutions have varying needs, the ACT Writing Test will be optional.

- Postsecondary institutions will make their own decisions about whether to require results from the ACT Writing Test for admissions and/or course placement.
- Students will decide whether to take the Writing Test based on the requirements of the institutions they are considering.

Students will not be required to take a test that they do not need to take, and institutions will have the freedom to require the test to meet their information needs.

The ACT Writing Test will offer:

- collection of a writing sample under standardized testing conditions;
- scoring of the writing sample with a high degree of technical accuracy;
- integration of the Writing Test information with the ACT English Test to produce a combined score that is reported on the student score report;
- the option for online access to student writing samples for faculty and staff of colleges to which students have sent their ACT scores. (From the ACT website: act.org.)

Advanced Placement Program (AP)

AP is a service of the College Board that provides high schools with course descriptions of college subjects and Advanced Placement Examinations in those subjects. High schools implement the courses and administer the examinations to interested students, who are then eligible for advanced placement, college credit, or both, on the basis of satisfactory grades.

What is the difference between credit and placement?

Colleges and universities formulate an AP policy appropriate to their institution:

- Some award "credit" for qualifying AP Exam grades. This means you actually earn points toward your college degree.
- Others award "advanced placement." This means you can skip introductory courses, enter higher-level classes, and/or fulfill general education requirements.

Many colleges and universities offer both credit and placement. At Princeton University, for example, students can use qualifying AP Exam grades to:

- graduate in three or three-and-a-half years;
- enter upper-level courses;
- fulfill a foreign language requirement.

SAT/ACT Preparation

Preparing for the SAT's

1. The booklets, "SAT Preparation Booklet for the New SAT," "Taking the SAT II: Subject Tests," are excellent sources of information in preparation for the SAT's. Kaplan and Princeton Review, nationally reputed test review corporations, have sites in Greenville.
2. Review courses can help to relieve anxiety and to increase familiarity with the types of questions asked. Some students claim they are very helpful; others do not.
3. Major research has shown that short-term review courses, less than 20 hours, have little significant effect on SAT scores. Longer-term courses have shown, on the average, to increase overall scores less than 100 points. However, these courses can help to relieve anxiety and to increase familiarity with the types of questions asked.

Preparing for the ACT

Read the booklet, "Preparing for the ACT Assessment," carefully and take the practice test well before the test day so you will be familiar with the ACT, what it measures, and the strategies you can use to do your best on it.

Check out the sample questions and explanations of correct answers on the ACT website: www.act.org.

ACTive Prep®: The Official Electronic Guide to the ACT Assessment is an interactive, multimedia CD-ROM set that includes real ACT tests to help you prepare for the ACT Assessment. ACTive Prep is the only test preparation software developed by ACT. The ACTive Prep Personal Version has a maximum of two users, and each user can take the placement test and each of the two practice tests once.

When to Take the SAT I, SAT II and ACT

1. The Governor's School recommends a student take the SAT I once in the spring of the junior year and again the fall of the senior year.
2. The Governor's School recommends a student take SAT II's at the time a course of study is finished. For example, the SAT II in U.S. History would be taken whenever that course is completed. Math Level 2C SAT II should be taken following completion of a pre-calculus or calculus course. Language SAT II's usually are taken after the completion of at least two

years of study beyond the elementary level. Many colleges require SAT II subject tests for admission or for placement.

3. The Governor's School recommends a student take the ACT once in the spring of the junior year and again in the fall of the senior year. ACT scores should be withheld in the spring if you desire. Whether to withhold the ACT scores in the fall of the senior year depends upon various circumstances with individual students, and withholding or not should be a matter of discussion with the college counselor in early fall.
4. Students should be aware of the specific testing requirements for each school to which application is made.
5. It is **the student's** responsibility to register for the SAT I, SAT II, and/or ACT, either electronically or by completing the paper forms. Registration forms are available in the Guidance Office as well as online at www.collegeboard.com.

If the student's skills are weak, he/she should take the test as many times as possible during his/her junior and senior years.

Registration, Test Centers, and Codes; Transportation for the SAT I, SAT II, and Net

Unlike the PSAT and AP, the SAT I, SAT II, and ACT are administered by the ETS at sites other than our school.

Testing sites are listed in the SAT Registration Booklet and on the www.SAT.org website. If a student is planning to take the test in Greenville and does not register early, he/she may be assigned a site in Spartanburg, Anderson, or even Forest City, North Carolina.

There are testing sites all over the state. If the student plans to take an exam in his/her hometown, he/she should use the code for the school of choice.

The following are steps to follow to improve efficiency and expediency with the SAT and ACT tests.

Step 1

The Guidance Office will issue and explain all **ACT/SAT** testing materials to include: *SAT Preparation Booklet*, *Registration Bulletin*, *Preparing for the ACT Assessment*, and *the Student Registration Packet*.

Step 2

The student should complete his/her application online or mail on or before the postmark deadline. If applying early, it will increase chances to get the intended test center.

Step 3

Priority test centers. The student is required to ask for the centers which are closest to the Governor's School.

Here are a couple of choices that you have:

ACT 1st choice, Greenville Technical College (038270)
2nd choice, Christ Church Episcopal School
(162150)

As soon as the student receives his/her admission ticket, he/she should bring it to the Guidance Office and sign-up on the appropriate SAT or ACT list. The student should record his/her name, test center location and the date of the test on the appropriate sign-up list. This information will be forwarded to the appropriate school personnel at least two days prior to the date of the test.

- a. Parents will provide transportation to the testing center.
- b. Pay an additional fee for a change of test center and date (Greenville High is the priority test center). This can be paid at the center at the time of the test.

The Guidance Office, in conjunction with the Director of Public Safety, will arrange transportation to the approved testing center in the Greenville area. A residential counselor will chaperone each trip.

Do not forget to bring your admission ticket and school ID to the test center.

It is the student's responsibility to see that all colleges receive the proper score reports directly from the Educational Testing Service when requested.

The South Carolina High School Assessment Program (HSAP) consists of two tests—one in English language arts and one in mathematics—that are administered to South Carolina students under the requirements of state and federal laws. South Carolina law mandates that all public school students pass an exit examination to be awarded a high school diploma. Federal law mandates that states assess high school students' academic achievement in reading, language arts, and mathematics.

The HSAP tests are based on the South Carolina curriculum standards in English language arts and mathematics. These tests assess what students are expected to know and be able to do in each subject. More specific information about the content tested in the HSAP is given in the next section of this brochure.

Beginning in spring 2004, the HSAP test was administered to all public school students in the second spring after their initial enrollment in ninth grade. Students must earn the Carnegie units that are required by their school district and by the state and must pass the South Carolina exit examination to receive a high school diploma. Passing both the English language arts and the mathematics HSAP tests meets the exit examination requirement beginning with the graduating class of 2006.

The mathematics and English language arts tests each have four achievement levels: 1, 2, 3, and 4. A student must score level 2 or higher on each test to meet the graduation requirement.

Students who score level 1 on either test retake the test(s) they did not pass at the next designated administration of the HSAP. Students will have multiple opportunities to pass the HSAP tests.

Students with disabilities may use the testing accommodations and modifications specified in their individualized education programs (IEPs) or 504 accommodations plans. Students with limited English proficiency may use the testing accommodations addressed in the *HSAP Test*

Administration Manual. Students who meet the state criteria for alternate assessments and who are fifteen years of age on September 1st of the current school year will take the HSAP-Alt.

How much time do students have to take the HSAP tests?

The HSAP tests are untimed and are given over a period of three days—two days for English language arts and one day for mathematics.

For what other purposes are the HSAP scores used?

HSAP scores are combined to produce school and district performance data that are published each year on the state report card. HSAP scores are also used to calculate and report each school or district's status of adequate yearly progress (AYP).

Where can one find additional information about the HSAP?

For more information on the HSAP, you can go online to the Department of Education's web page at <http://www.myschools.com/offices/assessment/Programs/HSAP/index.htm>, or you can contact your school.

Content Areas Assessed by the HSAP: English, Language Arts and Mathematics

Expectations. The expectations listed here, which are based on the content strands specified by the South Carolina curriculum standards, describe what students should be able to do when taking the HSAP tests.

English Language Arts

Reading: The student should be able to:

- integrate various cues and strategies to comprehend what he or she reads;
- use knowledge of the purposes, structures, and elements of writing to analyze and interpret text;
- apply knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them correctly.

Writing: The student should be able to:

- use a process approach to write for a variety of purposes.

Research: The student should be able to:

- select a topic for exploration, gather information from a variety of sources, and use a variety of strategies to prepare and present the information.

Mathematics

Numbers and Operations: The student should be able to:

- understand numbers, ways of representing numbers, relationships among numbers, and number systems;
- compute with rational numbers and make reasonable estimates in applied situations.

Algebra: The student should be able to:

- understand and apply patterns, relations, and functions;
- represent, analyze, and model situations using mathematical structures and algebraic symbols.

Measurement and Geometry: The student should be able to:

- apply appropriate techniques, tools, and formulas to determine measurements and solve problems;
- analyze characteristics and properties of two- and three-dimensional geometric shapes, understand geometric relationships, and apply spatial relationships using coordinate geometry.

Data Analysis and Probability: The student should be able to:

- use appropriate statistical methods to analyze data and apply basic concepts of probability.

Mathematical Processes: The student should be able to:

- use the process standards of problem solving, communication, representations, and connections to apply a solution strategy and communicate and represent the result.

Types of Test Items and Allowed Test-taking Aids

English Language Arts

Multiple-Choice Items. The student is required to select one of four choices to answer questions that assess content knowledge in reading, writing, and research.

Constructed-Response Items. The student is required to respond with written answers to reading questions. One lined page is provided for each answer, but the student does not have to fill the page to get a top score.

Extended-Response Item. The student is required to write a comprehensive answer to a given prompt. Three lined pages are provided for the answer. The student does not have to fill all three pages to get a top score but should write enough to demonstrate his or her best writing.

Test Aids. The student is allowed to use a dictionary, a thesaurus, and scratch paper for the extended-response question only. The school provides these aids; they are collected at the end of the test.

Mathematics

Multiple-Choice Items. The student is required to select one of four choices to answer questions that assess knowledge in the content strands of number and operations,

algebra, measurement and geometry, and data analysis and probability.

Constructed-Response Items. These items require that students show their work and/or write an explanation to support their answers. The student must apply to process standards across the content strands of number and operations, algebra, measurement and geometry, and data analysis and probability.

Test Aids. Along with the test booklet, each student is given a reference sheet with formulas and a sheet of graph paper for scratch work. These aids are collected at the end of the test. Students may use calculators during the test; however, the test items are not designed to require a calculator. Contact your school for more information about the use of calculators during the HSAP mathematics test, or go online to the SDE's HSAP page at <http://www.myschools.com/offices/assessment/Programs/HSAP/index.htm> and click the "view the calculator policy" link at the bottom.

Improving Student Performance on the HSAP

What Students Can Do

- Keep up with your studies.
- Focus on one question at a time during testing.
- Read the directions and questions carefully.
- Try to answer all questions. You will not be penalized for guessing.
- Skip a question if you do not know the answer. Come back to the question after you finish the rest of the test.
- Realize that easier and more difficult questions are scattered throughout the test. Do not be discouraged if you find some of the first questions difficult.
- Go back and check your answers when you finish.

What Parents Can Do

- Encourage your child to get plenty of rest and eat a well-balanced diet.
- Monitor your child's progress throughout the year.
- Remember that test scores are only one measure of a student's achievement.
- Support your child's academic efforts.
- Avoid scheduling appointments or vacations during testing week.

What Teachers Can Do

- Reinforce the content standards on an ongoing basis.
- Prepare students for the HSAP tests through daily curriculum-based instruction. Standards should be taught not in isolation but through curriculum integration within a content area and across multiple content areas.

- Give students opportunities to respond to constructed-response and extended-response questions throughout the school year. Students who have an opportunity to work with scoring rubrics and to discuss them in class will be more aware of the characteristics of an ideal response.

End-of-Course Examination Program

What is EOCEP?

The *Education Accountability Act* of 1998 requires the development of end-of-course examinations in gateway or benchmark courses for grades nine through twelve.

The examinations, which will count 20% of the students' final grades in the gateway or benchmark course, will include Algebra I/Math for the Technologies II, English I, Physical Science, and U.S. History and Constitution.

Who takes EOCEP?

Once EOCEP is implemented, all students enrolled in one of the gateway or benchmark courses must participate in the program. Each examination will be administered to the students at the end of the semester in which they are scheduled to complete the course.

Standards for the End of Course Examination:

English I, Algebra I, Physical Science, Biology, and U.S. History and Constitution will be given to the students involved by the appropriate teacher.

Suggested Timetable for Students

Freshman Year

Fall/Spring

- Take the EOCEP Test (End of Course Examination Program) if you take any of the following courses: Physical Science, Algebra I, English I.
- Begin your resumé.
- Come in for personal counseling when needed.
- Attend the Governor's School College Fair.
- HSAP if you are a repeating 9th grade student.

Sophomore Year

October

- Take the PSAT.

Fall/Spring

- Take the HSAP Test (South Carolina High School Assessment Program).
- Take the EOCEP Test (End of Course Examination Program) if you take any of the following courses: Physical Science, Biology, Algebra I, and/or English.
- Begin to think about colleges and/or other post-secondary options.

- Continue to build your resumé.
- Come in for personal counseling when needed.
- Attend the Governor's School College Fair.

Junior Year

- Visit college fairs; talk to friends and alumni; look at various college guides; and ask counselors and teachers for suggestions.
- Talk to your parents about the finances: will you need a scholarship? A job? Loans?
- Grab an SAT testing newsprint booklet from the Guidance Office, ask the Guidance Assistant for your school's code (see below), and tuck it away in your desk at home for future (emergency) reference.

Ask for viewbooks and browse online class catalogs (especially if you have an unusual or specific interest—e.g., is their psych department behavioral or humanistic? Does the linguistics department favor structural linguistics or sociolinguistics?)

Take the PSAT/NMSQT in the fall; take SAT Subject Tests and Advanced Placement Program® Examinations at the end of appropriate courses of study.

Meet with your school counselor and, with your parents, develop a list of colleges of interest; ask for samples of financial aid forms and local scholarship options. Look for online or school-based career or interest inventories to help you choose potential college majors or careers.

- Consider visiting colleges in the spring and over the summer; many colleges do not interview applicants until after March of their junior year.
- Mention your plans to the teachers who might write your recommendations. Continue to build your resumé.
- Take the SAT or ACT tests in the spring.
- Keep a journal or collect interesting "important moment" articles from your reading as samples for your essay.
- Schedule a strong senior year program, emphasizing depth of program rather than a smattering of everything.
- Save some of your best class work. You might offer a paper, lab, or small portfolio to the teachers who write your recommendations.

Senior Year

September

- Focus on your classes; take the most challenging course load in which you can be successful (i.e., where you can earn B's or better), and achieve the best grades possible in your senior program.
- Meet with your guidance counselor to discuss your choices and timing; present your tentative list of colleges and ask, "What am I missing? What looks like a good match to you?"
- Attend college conferences at your high school.

- Set up campus visits and interviews; attend prospective student days and open houses at colleges of interest.
- Line up your recommending teachers.
- Download application packets from colleges that interest you.
- File the NCAA Clearinghouse forms (NCAAClearinghouse.net) if you plan to play Division I sports.
- Preregister for the CSS/Financial Aid PROFILE® if required by any of your colleges (www.collegeboard.com/css).

October

- Confirm your list of choices with your counselor. Decide if you will apply regular decision or by one of the early deadlines (see individual college options).
- Give recommending teachers the appropriate letters and envelopes. You may want to give them your resumé. You will definitely want to drop them a thank-you note after the deadlines.
- Take the SAT Reasoning Test and/or SAT Subject Tests. Enter the numerical codes for the colleges you are applying to.
- Write for paper copies of application forms if you cannot download them. Pool application essay questions by type; begin thinking about the questions. Group schools that accept the Common Application together but look carefully on the website (www.commonapp.org) for required supplements.
- Research scholarships that may apply to you; talk to your parents about the finances again.
- If applying Early Decision or to a college with rolling admission, start writing your application and essay.
- Complete any rolling admissions applications, particularly to those state institutions that require only a transcript, an application form, and test scores.

November

- Get Free Application for Federal Student Aid (FAFSA) forms from your guidance counselor. Your parents can fill out the FAFSA online at www.fafsa.ed.gov.
- Finish SAT Reasoning Test and/or SAT Subject Tests testing.
- Early Decision deadlines are often November 1 or 15. Remember that in most cases you can make only one Early Decision application.
- If you are applying Regular Decision, begin filling out applications (either paper copies or online) and writing essays (see your English teacher). Your deadlines will fall between December 1 and February 15.

December

- Complete all applications and essays. You can download applications from assorted software programs or use the forms the colleges provide. You can, in many

cases, apply entirely online.

- Proofread everything TWICE! Make a checklist to be sure you've had scores sent, enclosed checks, and notified your counselor about each school you're applying to. Mail applications early. Verify receipt of online material.
- Have applications mailed.
- Note all deadlines for college applications. All applications meeting a January 4, 2010, deadline must be submitted to the Guidance Office on or before December 17, 2009 (five school days before the December 10 winter break). For all other applications, please follow procedures outlined for submission times.

January-March

- Follow up on any missing details; continue to mail or submit applications according to the deadlines.
- Focus on producing a solid senior record; it's your last chance to "rule the school."
- Continue to visit or interview if you missed a school of interest; it's best to see a college when classes are in session. Schools with rolling admission may accept applicants well into the spring.
- Prepare and file financial aid forms (www.FAFSA.ed.gov, css/Financial Aid Profile), and other scholarship applications.
- Await Student Aid Report (SAR).
- Await return of financial aid reports (FAFSA, CSS/Financial Aid Profile).
- Await Decisions.

April-June

- When your letters come through, expect at least one rejection. It's probably going to be part of the process somewhere along the way, and it only shows you've measured correctly the full range of your own possibilities.
- Don't run down the halls shouting, "I got in." If you want to celebrate, make it a private affair.
- Revisit the colleges that have admitted you and that are "finalists" on your list. Touring a school when you know you can enroll there is very enlightening. Ask yourself, "Is this where I want to take my talents and charms? Can these people be my friends?"
- Choose one school and make your deposit before the universal reply date of May 1. If you choose to remain on a waiting list, send a letter expressing your interest and any new information that might strengthen your case.
- Notify schools of your decision (whether you accept or decline the invitation to join the freshman class). Thank them! This allows the colleges to open spaces and provide financial assistance to students on their waiting list.

- Get a summer job that pays good money.
- Go to the prom, even if you have to go with your cousin.

Sometimes students devote their senior summer to making home a place they are willing to leave. Try to remember, somewhere along the way, to thank your parents for all they've done for you; recognize that the big scary change in your life is mirrored by a big scary change in theirs.

Financial Assistance

There is a considerable amount of financial aid available for students with demonstrated need to attend college. Both the amount of this aid and the type of aid programs are changing. In addition, many colleges are adding a merit consideration to grants beyond straight need criteria.

Nevertheless, aid may be available to you even if you believe your income and assets preclude your getting any. If in doubt, the financial aid officer of the colleges to which your child is applying will be happy to give you advice.

There are now two national processors which determine your financial need. The most widely used is the CSS (College Scholarship Service/Financial Aid Profile) in Princeton, NJ. Further information is available at www.collegeboard.com. If you do not have Internet access, please feel free to call Mrs. McKnight at 864-282-3726.

Federal forms, the Free Application for Federal Student Aid, FAFSA, cannot be submitted prior to January 1st, but it should be submitted as soon as possible after that date. Their website is www.studentaid.ed.gov.

You will need to check to see which service is used by a particular institution. Fee waivers are available if one qualifies by family income.

You will also have to inform the college that you are requesting financial aid. There is generally a place on the application to fill in this information. In addition, some colleges may require that you submit substantiating documents such as your most recent 1040, a divorce decree, or medical bills.

The college will then award aid based on whatever guidelines it follows in light of your demonstrated need. Generally, this aid will consist of some outright grants, some loans, and some student work. The distribution of this aid package will vary considerably from college to college, and it should be studied when deciding on the school to attend.

You will also need to be careful of what figure is used by the college to determine its cost. Some colleges will grant you aid to meet only tuition, room, and board, while others will also include the "hidden" costs of books, transportation, spending money, etc.

For those families applying to private colleges in South Carolina, there is a South Carolina tuition state grant program. This grant must be applied for separately from the application through a national processor, such as FAFSA.

The College Guidance staff can provide you with more information about scholarships and financial aid during the

fall when the forms for the coming year are available. In the meantime, don't preclude your child from investigating the possibility of a college because of its cost. It may not be beyond reach.

Life, Palmetto, and Hope Scholarships

The eligibility of some students who will be attending a postsecondary school in South Carolina for Life, Palmetto, and Hope scholarship consideration is determined by the South Carolina Commission on Higher Education. Check the following website for updates: www.che.sc.gov.

Statement of Students' Rights and Responsibilities in the College Admission Process

(National Association of College Admission Counseling)

Revised August 2000

An outgrowth of the Statement of Principles of Good Practice, the Students' Rights Statement makes clear to entering college students those "rights" which are only alluded to by the Principles of Good Practice. It also spells out the responsibilities students have in the admission process.

When You Apply to Colleges and Universities, You Have Rights

Before you Apply:

- You have the right to receive factual and comprehensive information from colleges and universities about their admission, financial costs, aid opportunities, practices and packaging policies, and housing policies. If you consider applying under an early decision plan, you have a right to complete information from the college about its process and policy.

When You Are Offered Admission:

- You have the right to wait to respond to an offer of admission and/or financial aid until May 1st.
- Colleges that request commitments to offers of admission and/or financial assistance prior to May 1st must clearly offer you the opportunity to request (in writing) an extension until May 1st. They must grant you this extension and your request may not jeopardize your status for admission and/or financial aid. (This right does not apply to candidates admitted under an early decision program.)

If You Are Placed on a Wait List or Alternate List:

- The letter that notifies you of that placement should provide a history that describes the number of students on the wait list, the number offered admission, and the availability of financial aid and housing.
- Colleges may require neither a deposit nor a written commitment as a condition of remaining on a wait list.

- Colleges are expected to notify you of the resolution of your wait list status by August 1st at the latest.

When You Apply to Colleges and Universities, You Have Responsibilities

Before You Apply:

- You have a responsibility to research and understand the policies and procedures of each college or university regarding application fees, financial aid, scholarships, and housing. You should also be sure that you understand the policies of each college or university regarding deposits that you may be required to make before you enroll.

As You Apply:

- You must complete all material that is required for application, and submit your application on or before the published deadlines. You should be the sole author of your applications.
- You should seek the assistance of your high school counselor early and throughout the application period. Follow the process recommended by your high school for filing college applications.
- It is your responsibility to arrange, if appropriate, for visits to and/or interviews at colleges of your choice.

After Students Receive Admission Decisions:

- You must notify each college or university that accepts you whether you are accepting or rejecting its offer. You should make these notifications as soon as you have made a final decision as to the college you wish to attend, but no later than May 1.
- You may confirm your intention to enroll and, if required, submit a deposit to only one college or university. The exception to this arises if you are put on a wait list by a college or university and are later admitted to that institution. You may accept the offer and send a deposit. However, you must immediately notify the college or university to which you previously indicated your intention to enroll.
- If you are accepted under an early decision plan, you must promptly withdraw the applications submitted to other colleges and universities and make no additional applications. If you are an early decision candidate and are seeking financial aid, you need not withdraw other applications until you have received notification about financial aid.

If you think that your rights have been denied, you should contact the college or university immediately to request additional information or the extension of a reply date. In addition, you should ask your counselor to notify the president of the state or regional affiliate of the National Association for College Admission Counseling. If you need

further assistance, send a copy of any correspondence you have had with the college or university and a copy of your letter of admission to:

Executive Director
NACAC
1631 Prince Street
Alexandria, VA 22314-2818

Investigating Institutions: Questions & Considerations

Governor's School students have the benefit of having lived away from home in a dormitory setting. Thus, you have probably already formulated certain questions regarding your options. The following are additional items you may wish to take into consideration when visiting—items beyond your interest in a particular program, major, etc. You should be aware of many of these before you decide where you will visit. Catalogues and view books will naturally present a rather prejudiced description. You will want to confirm your information when you actually visit. In addition, it is most valuable that you keep a record or diary of your impressions; after a number of visits, everything becomes lost in a jumble unless something specific is written down.

Physical Description

- Location...geographical:
 - Weather
 - Proximity to colleges, cities, transportation, and attractive cultural opportunities
- Setting—architecture and landscaping
- Size of the school
- Size of the first-year class
- Dormitories:
 - Location with respect to classes and dining room
 - Coed? If so, are they organized by floor, suite, or room?
 - Other distinctions: language dorms, honors dorms, athletes dorms
 - Rules? Are there enforced quiet hours?
 - Where do Freshmen live? Are they grouped together and is there a proctor system?
- *Ask to see the worst dorm on campus; you may end up living there.*
 - Are there sufficient rooms for all interested students? Some sophomores find themselves without a room on campus at certain colleges.
 - Are most rooms singles, doubles, triples, or suites?
 - Do you have any input in your first-year roommate selection?
- Food Services:
 - Is there a variety of food plans available?
 - Is there a cooperative house, one in which students do their own cooking?
 - Where is breakfast served?

- Libraries:
 - Variety
 - How extensive are the hours?
 - Is this where most people study?
 - Is it generally quiet?
 - Is it open-stack? Can you browse the shelves or do you only obtain books by giving the card catalog number?
 - Are all resources easily accessible to all students?
 - What is the computer access like?
- Computer Facilities:
 - Are there computer hookups in the dorms?
 - Are computers networked throughout the school?
 - Are there computers available around the campus? What are the hours?
 - What computer system is most prevalent?
- Laboratories:
 - Foreign Language?
 - In science, what are the lab set-ups, and are they available to undergraduates?
- Student Services and Health Center:
 - Are good hospital or clinic facilities available?
 - Is there a strong counseling service?
 - What about career guidance and placements?
 - Is there a strong alumni network?

Extracurricular Facilities

- Theater:
 - Quality and reputation of the program
 - Equipment
 - Open to non-theater majors for participation?
 - Student directors?
 - Is there a permanent repertory company?
 - How many presentations yearly?
 - What kinds of presentations?
 - Guest professionals?
- Health/Physical Education/Athletics:
 - What are the facilities for women? For men?
 - How important are they to campus life?
 - What opportunities are there for personal development outside organized sports?
 - Is there a good intramural program?
 - Are there student exercise facilities?
- Special facilities:
 - How about art studios and museums?
 - Are there dance studios?
 - Is there an observatory for astronomy students?
 - Is there a campus radio/television station?
- Fraternities, Sororities, Eating Clubs:
 - Do they exist and in what number and variety?
 - What effect do they have on campus life?
 - Are they coed?
 - Is the social life of the school organized around their activities?
 - What pressure is there to join?
- Religious Organizations:
 - Are there any?

- Are they very active?
- Is there pressure to join?

Other Considerations

- What is the calendar organization (semester, trimester)?
 - Is there a special winter or January program?
 - Are summer programs available or required?
 - How many courses do students usually take per term?
- Alternative study program:
 - Are there exchange programs with other colleges for a term or for a year?
 - Are there foreign study programs available and encouraged?
 - Are there internship programs?
- Academic policies, usually accurately described in the catalog:
 - What courses are required?
 - What does the honors program look like?
 - How many courses are needed to graduate?
 - When must a student declare a major?
 - Are there any interdisciplinary majors available?
 - What unusual undergraduate majors are available (architecture, agriculture, business, hotel management, six-year medical program)?
- Academic issues:
 - What are class sizes like in various subjects? (Average class size means nothing.) What differences exist between introductory and advanced classes in terms of size?
 - How soon may students be admitted to seminars?
 - Are tutorials available?
 - What opportunities are there for independent study?
 - What departments are particularly distinguished? Particularly weak?
 - How are grades determined?
 - In large classes, what types of tests and papers are there and who grades them?
 - Do the “academic stars” teach undergraduates?
 - What characterizes the academic atmosphere (competitive, energetic, informal, formal)?
 - What is the attrition rate?
 - For first-year students?
 - By the end of the senior year?
 - Is there a difference in the rates for men and women?
 - What are the proportions of flunk-outs, drop-outs, and transfers?
 - What percentage of graduating seniors go on to graduate schools immediately upon graduating from that undergraduate school? In what areas of study?
 - Is there an active placement service that helps students find jobs during the time they are in college as well as after they have been graduated?
 - Are there opportunities to work on campus and/or in the community?

Miscellaneous

- Check out the bulletin boards.
- Pick up several copies of student newspapers.
- Browse the most recent yearbook, usually found in the admissions office.
- Try to arrange to eat a meal where the students do.
- Talk to as many students as possible. Don’t let the tour guide be your only source of information. What do the students look like?
- See if you can find out whether a strong student government exists.
- What are the regulations for student behavior? Is there an active honor code?
- If you have a special interest—academic, artistic, or athletic—try to arrange a meeting with the coach, professor, advisor, or dean.
- Keep a diary of your impressions and a record of the name(s) of those with whom you met or spoke.

College Fair 2011

Saturday • October 1

South Carolina Governor’s School for the Arts and Humanities

15 University Street • Greenville, SC 29601
Fax • 864.282.3755

For more information contact

Lela McKnight • 864.282.3726

or lmcknigh@scgsah.state.sc.us

Agenda

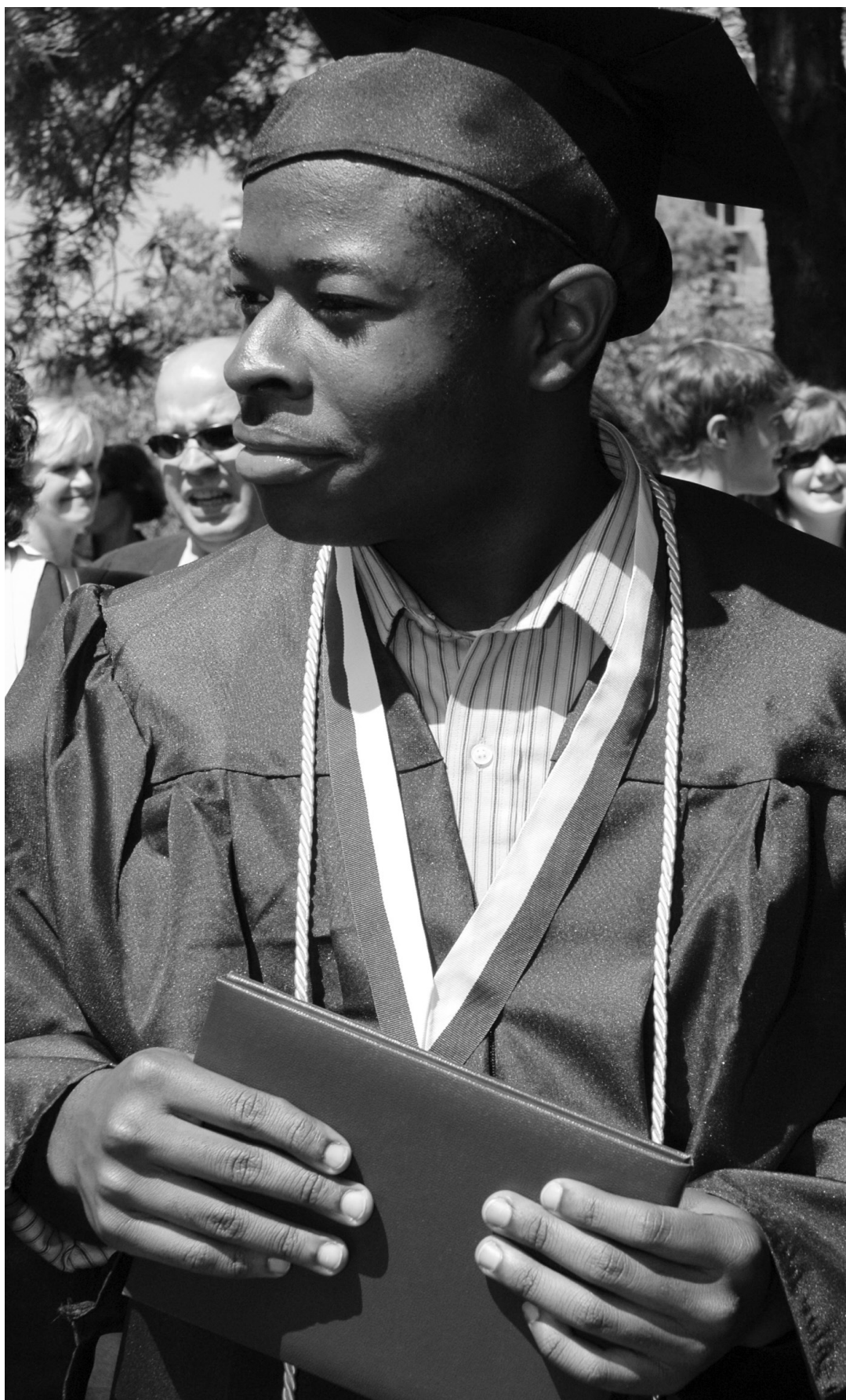
12:00 noon - 1:00 pm

Registration/Set-up Booths
(College Representatives)

1:00 pm - 3:00 pm

College Fair Booth Visitation for Students,
Parents and Faculty

This event is during Family Weekend.



APPENDICES

Referral to the Director of Guidance (Faculty Use)

South Carolina
Governor's School for the Arts
and Humanities

Date of Referral: _____

Student's Name: _____

Art Area: _____

Grade Level: _____

Reason(s) for referral:

Name of person making the referral: _____ Date: _____

Disposition taken: _____ Date: _____

Notes:

Lela B. McKnight, Director of Guidance
p: 864.282-3726 • f: 864.282.3755 • lmcknigh@scgsah.state.sc.us

Please Return This Form to Lela B. McKnight, Director of Guidance

Individual Counseling Session 2011-2012

Please circle your appropriate grade level:

9th 10th 11th 12th

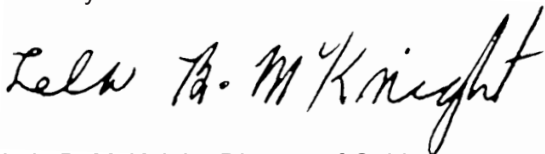
Counseling Session Date _____

Student's Name _____

(Please print)

The following attached list of items will be discussed during your scheduled Counseling Session.

Thank you.



Lela B. McKnight, Director of Guidance

p 864.282.3726 • f 864.282.3755 • lmcknigh@scgsah.state.sc.us

Notes _____

Individual Counseling Session 2011-2012

- ☐ 1. Transcript
- ☐ 2. GPA
- ☐ 3. Grading Scale
- ☐ 4. Foreign Language
- ☐ 5. Laboratory Sciences
- ☐ 6. Testing: • SAT • EOCEP • AP • ACT • HSAP
- ☐ 7. Financial Assistance
 - FastWeb
 - FAFSA
 - CSS/Financial Aid Profile
 - Scholarships, Grants, Loans, Work Study, and Parent Contribution
 - Student and/or Parent Newsletters (emailed/copies available in the Guidance Office)
 - Information on Scholarships, Grants, etc. (See bulletin board and revolving rack in Guidance Office Complex)
 - Primary State Scholarships (Palmetto Fellows, Hope Scholarship, Life Scholarship)
 - Academic Achievement Award
 - Robert C. Byrd (in/out of state)
 - National Scholarships (National Merit, National Achievement)
- ☐ 8. Post-Secondary Choices
 - Classify your selection(s) into three (3) categories: 1) "Sure Bet" or "Safety Schools," 2) Competitive schools, and 3) Schools which will be a reach for you.
 - Early Decision
 - Early Action
 - Fee Waivers (must be used for SAT/ACT and College)
- ☐ 9. College Files, Videos, Handbooks: Colleges, Scholarships, Index of Majors and Performing Arts
- ☐ 10. Resume (include strengths and weaknesses)
- ☐ 11. Portfolios
- ☐ 12. Jurors
- ☐ 13. Auditions
- ☐ 14. Repertoire
- ☐ 15. Tapes
- ☐ 16. CDs ☐ Photos ☐
- ☐ 17. Writing Samples
- ☐ 18. Recommendations
- ☐ 19. Packaging applications for your post secondary choices
- ☐ 20. Guidance Manual (please read and maintain your copy as a *reference tool* later)
- ☐ 21. Guidance Counselor's role ("Help You To Help Yourself")
- ☐ 22. College Fair
- ☐ 23. NCAA Eligibility (Guide for the College Bound Student Athlete)
- ☐ 24. The Governor's School's High School Code, or CEEB: 410914. For use when taking SAT, ACT, PSAT, or AP Exams and college applications.
- ☐ 25. College application fees
- ☐ 26. Any personal concerns

Both the student and counselor agree that the above-mentioned items were discussed during the Individual Counseling Session.

Student's Signature

Date

Counselor's Signature

Date

College Application Checklist

410-914 (SCGSAH CEEB/High School Code).

**All applications must be returned
five (5) days prior to mail out date.**

South Carolina
Governor's School for the Arts
and Humanities

Please Note: Only six college applications are recommended.

S = Student GC = Guidance Counselor

Student's Name _____

Institution _____
(Complete mailing address/specific department)

Date application to be mailed _____ Date application mailed _____

Check all that apply: _____ Paper Application _____ Online Application _____ Common Application

Date materials were brought to the Guidance Office _____

_____ Application

Application Fee: _____ Waived (by Institution) _____ College Board _____ Check _____ Money Order

_____ Transcript _____ Test Scores _____ Office will send _____ You will send
(From the Educational Testing Service)

_____ Counselor's Report (included in the application)

_____ Letter(s) of Recommendation: How many? _____ From whom? _____

_____ Profiles: School, Humanities and Appropriate Art Area _____

_____ Photo _____ Visual Arts CD, etc. _____

_____ Writing samples _____ Any recorded music

_____ Any essay required by the school to which you are applying.

_____ Other _____

I, the student, have read all information on this sheet, and am aware that all items marked with an "X" were mailed on the date that is reflected above. I, the student, am also aware that I am responsible for the copying of this application/college material if I choose to do so.

Student's Signature _____ Date _____

Lela B. McKnight _____ Date _____
Director of Guidance
p 864.282.3726 • f 864.282.3755
lmcknigh@scgsah.state.sc.us

Recommendation Request Form

Students: Please give your teachers three (3) weeks notice for all recommendation requests.

Please type or print all information.

Student's Full Name _____
Last First Middle

Grade (circle one): 9th 10th 11th 12th

Art Area (circle one): Dance Drama Creative Writing Music Visual Arts

Requesting a recommendation from (teacher's name): _____

Post Secondary Institution(s) for which recommendation is being requested:
Please feel free to use the back of this sheet.

(1) _____ (2) _____

(3) _____ (4) _____

(5) _____ (6) _____

(7) _____ (8) _____

*Other (specify: Scholarship, etc.) _____

Date of Request _____ Date to return to Mrs. McKnight* _____

Date to mail application(s)* _____

**Return recommendation(s) to Mrs. McKnight five (5) days before the application needs to be mailed.*

Academic Achievement Award Qualifications

- For a student to receive an Academic Achievement Honors Award, the student must (1) complete twenty-four units of credit as prescribed; (2) meet the standard on all subtests of the Exit Examination; (3) receive a minimum grade of "B" for each semester course in grades 9-12 through the seventh semester; and (4) achieve either a score of 710 on the SAT verbal or a score of 690 on the SAT math, or an ACT score of 30 on English or 33 on mathematics.

- OR -

(1) Each student shall have completed twenty-four units of high school credit; (2) be eligible for graduation with a state high school diploma; (3) have a combined score of 1400 on the SAT verbal and math sections, or an ACT composite score of 31.

- Of the twenty-four units earned, eighteen units must be college preparatory coursework, four units in additional electives, and two units in one or more of the following: English, science, social studies, or mathematics.

- College preparatory coursework includes:

English (English I or above)	4 units
Mathematics (Algebra I or above)	4 units
Laboratory Science	3 units
Social Studies (United States/ South Carolina Studies, Economics/Government, and one unit of Global Studies/World Geography, or Western Civilization)	3 units
Computer Science	1 unit
Physical Education	1 unit
Foreign Language	2 units

Senior Mid-Year Report 2011-2012

South Carolina
Governor's School for the Arts
and Humanities

Name _____ Date _____
Print Student's Full Name

Seniors, you must write out the complete mailing address below for each of your post-secondary institutions that require a mid-year report and submit this information to me by **Thursday, January 26, 2012.**

Example: American University
Office of Admissions
4400 Massachusetts Avenue, NW
Washington, DC 20016-8001

Post-Secondary Choices for School Year 2012-2013	
(1)	(4)
(2)	(5)
(3)	(6)

Note: Please place an asterisk (*) by any institution listed above that requires a Common Application Mid-Year Report. Return the completed/signed Common Application Mid-Year Report to Lela McKnight, Director of Guidance. **If the institution you applied to does not require a Common Application Mid-Year Report, please do not submit one.**

If the institution you applied to does require you to submit a Common Application Mid-Year Report, please complete all of the "Applicant Sections" of the Mid-Year Report on the Common Application including the Important Privacy Notice Section.

Lela B. McKnight, Director of Guidance
p 864.282.3726 • f 864.282.3755 • lmcknigh@scgsah.state.sc.us

Award Letter Information Academic Year 2011-2012

**Return this completed form to the
Guidance Office by Wednesday, May 2, 2012**

Please complete this form for each institution/organization from which you received scholarship funds. If you have an award letter from the institution(s)/organization(s), please attach a copy of it to this form. If you choose to use the common application, they (and copies of this form) are available in the Guidance Office.

Student's Name: _____ Art Area _____
Please print student's full name

Name of Institution: _____

Seniors, please complete this section.

<u>FINANCIAL AID</u>	<u>FALL</u>	<u>SPRING</u>	<u>TOTAL</u>
Grant	\$ _____	\$ _____	\$ _____
Merit Scholarship	\$ _____	\$ _____	\$ _____
Work Study	\$ _____	\$ _____	\$ _____
Pell Grant	\$ _____	\$ _____	\$ _____
Art Area Award (Creative Writing, Dance, Drama, Music, Visual Arts)	\$ _____	\$ _____	\$ _____
Other Scholarships	\$ _____	\$ _____	\$ _____
	\$ _____	\$ _____	\$ _____

The Guidance Office will complete this section.

South Carolina Life Scholarship	\$ _____	\$ _____	\$ _____
South Carolina Palmetto Fellows Scholarship	\$ _____	\$ _____	\$ _____
South Carolina Hope Scholarship	\$ _____	\$ _____	\$ _____
TOTAL	\$ _____	\$ _____	\$ _____

Senior End of Year Report

Academic Year 2011-2012

**Please complete and return this form to
the Guidance Office by Wednesday, May 2, 2012**

Attention Seniors: The Guidance Office cannot release your Final Transcript until you complete these forms. If you have questions, contact Mrs. McKnight in the Guidance Office or at 864.282.3726.

Student's Name _____ Art Area _____
Please print student's full name

Name and address of the post-secondary institution you plan to attend in the Fall of 2012:

Check one: Private _____ Public _____ Check one: In State _____ Out of State _____

Possible Major _____ Possible Minor _____

Check here if your 2012-2013 plans are "undecided." _____

If you have other plans for 2012-2013, please describe: _____

Student's Signature _____ Date _____

Sample Résumé Outline

Name _____

Address _____

Hometown _____

Phone _____ Email address _____

Education (Please begin with most recent. Attach additional sheet if necessary.)

Awards and Achievements (Attach additional sheet if necessary.)

Area of Interest (Attach additional sheet if necessary.)

Strengths (Attach additional sheet if necessary.)

Weaknesses (Attach additional sheet if necessary.)

Special Projects (Attach additional sheet if necessary.)

Your Philosophy on Life (Attach additional sheet if necessary.)

Work Experience (Please begin with most recent. Attach additional sheet if necessary.)

Note: The information you complete on this Resumé Form will help your teachers and me in completing “Recommendations” and other information for your college applications. This information may also be used for other purposes.

Thank you,



Lela B. McKnight, Director of Guidance
p 864.282.3726 • f 864.282.3755
lmcknigh@scgsah.state.sc.us

Testing Flow Chart

Test	Who Will Take	Months/Dates		Preparation	Effect on Student
HSAP (English/Mathematics)	All public school students in the second spring after their initial enrollment in ninth grade (see pp. 7-9 of this manual).	Fall 2011	October 18 - ELA-1 October 19 - ELA-2 October 20 - Math	Handout on HSAP: <i>The Basic Facts</i> is available to students, parents, and teachers (contains state standards).	Students must pass in order to receive a South Carolina High School Diploma. (This test replaces the BSAP.)
		Spring 2012	April 17 - ELA-1 April 18 - ELA-2 April 19 - Math		
EOCEP Algebra I, English I, U.S. History and Constitution, and Biology	All students enrolled in Algebra I, English I, Biology, U.S. History and Constitution	Dates TBD 5-day window in December, January, May, and June		State standards provided to students, teachers, and parents. (EOCEP, Teacher Guide.)	The test will count 20% of the student's final grade in the eligible classes.
PSAT	All 11th and 10th grade students	Saturday, October 15, 2011		Practice test provided by College Board. All students receive a copy. Teachers serve as resource.	Students must take as juniors in order to participate in the National Merit, National Achievement and National Hispanic Programs. Tenth grade: an early preparation for the same.
SAT/III, * ACT	Juniors and seniors	ACT - 6 times a year SAT I - 7 times a year SAT II - All months except March Please check dates for appropriate test. Refer to the website collegeboard.com		Practice test provided by College Board. SAT Workshop on campus.	College Entrance Tests
AP	All students who take AP Courses and those who wish to take and pay on their own without the classroom preparation.	Spring 2012 May 7-11 (week 1) May 14-18 (week 2)		Practice test provided by College Board.	See pps. 5-6 of this manual.

(Form dated 7/2010, Replaces form dated 8/2009)

SAT/ACT Score Comparisons

SAT to ACT		ACT to SAT	
SAT Score Verbal + Math	ACT Composite Score	ACT Composite Score	SAT Score Verbal + Math
1600	36	36	1600
1560-1590	35	35	1580
1510-1550	34	34	1520
1460-1500	33	33	1470
1410-1450	32	32	1420
1360-1400	31	31	1380
1320-1350	30	30	1340
1280-1310	29	29	1300
1240-1270	28	28	1260
1210-1230	27	27	1220
1170-1200	26	26	1180
1130-1160	25	25	1140
1090-1120	24	24	1110
1060-1080	23	23	1070
1020-1050	22	22	1030
980-1010	21	21	990
940-970	20	20	950
900-930	19	19	910
860-890	18	18	870
810-850	17	17	830
760-800	16	16	780
710-750	15	15	740
660-700	14	14	680
590-650	13	13	620
520-580	12	12	560
500-510	11	11	500

Although the new SAT has significant changes that more closely align the test with current instructional practices, field-trial research has conclusively demonstrated that scores on the critical reading section will be comparable to scores on the verbal section of the former SAT, and scores on the math section will be comparable to scores on the math section of the former SAT. Therefore, this concordance table can still be used to compare SAT and ACT scores.

Schedule Change Request

Please Note: In accordance with state guidelines, students who withdraw from a course after five (5) days in a 90-day course, or ten (10) days in a 180-day course, shall be assigned a grade of 61 and 0 quality points. The "F" will be calculated in the student's overall grade point ratio.

Please DROP the following class(es):	Period	Semester	Teacher's Signature	Date Book Returned

Please ADD the following class(es):	Period	Semester	Teacher's Signature

The Academic Office must receive a *written or faxed agreement* from your parent/guardian prior to dropping or adding a class.

 Student Name (print) Student Signature Date

 Administrative Authorization Date Parent Signature Date

Return this form to the Guidance Office - Fax: 864.282.3755

South Carolina High School Diploma Requirements

English	4 units	_____
Mathematics	4 units	_____
Science* (Lab)	3 units	_____
Biology**	1 unit	_____
Two Other Sciences	2 units	_____
US History	1 unit	_____
Economics	½ unit	_____
Government	½ unit	_____
Other Social Studies	1 unit	_____
Physical Education or ROTC (including health)	1 unit	_____
Computer Science (including keyboarding)	1 unit	_____
Foreign Language***	1 unit	_____
Electives	7 units	_____

State colleges and universities may require additional units. Units successfully completed at the home school are transferred to the Governor's School. It is expected that you have taken and passed the tenth grade exit exam prior to enrolling in the the Governor's School. It is also expected that you have successfully completed a unit of P.E. (or JROTC).

**Many institutions require Biology, Chemistry, and Physics.*

***Seniors may substitute Physical Science.*

****Some institutions require three years of the same foreign language. Many **state** institutions require a minimum of two years of the same language.*

Please see your *Course Selection Guide* for additional information on course selection.

South Carolina Uniform Grading Scale Conversions

Numerical Average	Letter Grade	College Prep	Honors	Dual Credit AP/IB
100	A	4.879	5.375	5.875
99	A	4.750	5.250	5.750
98	A	4.625	5.125	5.625
97	A	4.500	5.000	5.500
96	A	4.375	4.875	5.375
95	A	4.250	4.750	5.250
94	A	4.125	4.625	5.125
93	A	4.000	4.500	5.000
92	B	3.875	4.375	4.875
91	B	3.750	4.250	4.750
90	B	3.625	4.125	4.625
89	B	3.500	4.000	4.500
88	B	3.375	3.875	4.375
87	B	3.250	3.750	4.250
86	B	3.125	3.625	4.125
85	B	3.000	3.500	4.000
84	C	2.875	3.375	3.875
83	C	2.750	3.250	3.750
82	C	2.625	3.125	3.625
81	C	2.500	3.000	3.500
80	C	2.375	2.875	3.375
79	C	2.250	2.750	3.250
78	C	2.125	2.625	3.125
77	C	2.000	2.500	3.000
76	D	1.875	2.375	2.875
75	D	1.750	2.250	2.750
74	D	1.625	2.125	2.625
73	D	1.500	2.000	2.500
72	D	1.375	1.875	2.375
71	D	1.250	1.750	2.250
70	D	1.125	1.625	2.125
69	F	1.000	1.500	2.000
68	F	0.875	1.375	1.875
67	F	0.750	1.250	1.750
66	F	0.625	1.125	1.625
65	F	0.500	1.000	1.500
64	F	0.375	0.875	1.375
63	F	0.250	0.750	1.250
62	F	0.125	0.625	1.125
0-61	F	0.000	0.000	0.000
61	FA	0.000	0.000	0.000
61	WF	0.000	0.000	0.000
—	WP	0.000	0.000	0.000

College Category List

Name _____

“Sure Bet” or “Safety Schools”

“Competitive Schools”

“Reach Schools”

Helpful Websites

- South Carolina Governor's School for the Arts and Humanities (<http://www.scgsah.state.sc.us>)
- GoCollege (<http://www.gocollege.com>)
- College Board Online (<http://www.collegeboard.com>)
- College Board's Savings Advisor (<http://www.collegeboard.org/css/html/save.html>)
- National Association of Student Financial Aid Administrators (<http://www.finaid.org>)
- The Federal Government (<http://www.ed.gov/about/offices/list/ope/index.html>)
- FAFSA on the Web (<http://www.fafsa.ed.gov>)
- CSS/Profile (<http://www.collegeboard.com>)
- Financing College (<http://www.studentservices.com>)
- Financial Aid and Scholarship Information (<http://www.che400.state.sc.us>)
- Funding Your Education (The Student Guide in English and Spanish)
(<http://www.studentaid.ed.gov>)
- The National Catholic College Admission Association (<http://www.catholiccollegesonline.org>)
- Peterson's Education Center (<http://www.petersons.com>)
- Princeton Review (<http://www.princetonreview.com>)
- Request Personal Identification Number (PIN) (<http://www.pin.ed.gov>)
- SAT (<http://www.collegeboard.com>)
- U.S. Government Services and Information (<http://www.students.gov>)
- ACT (<http://www.act.org>)
- PSAT (<http://www.collegeboard.com>)
- MyRoad* (<http://www.collegeboard.com/myroad>)
- TOEFL (<http://www.toefl.org>)
- Palmetto Fellow, Life, Hope Scholarships update (<http://www.che.sc.gov>)
- CEEB and High School Testing Code: 410914
- SAT, ACT, PSAT Testing Code: 410914
- LMcKnigh@scgsah.state.sc.us (Director of Guidance)
- LindaWilliams@scgsah.state.sc.us (Administrative Assistant) or
DDiekhoff@scgsah.state.sc.us (Registrar/Guidance)

**My Road is the CollegeBoard's online majors, college, and career exploration program.*

South Carolina Governor's School for the Arts and Humanities
A Public Residential High School for Emerging Artists

15 University Street, Greenville, SC 29601 • p 864.282.3777 • www.scgsah.org